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ABSTRACT

Advisory committees have been used in limited numbers because school personnel have not been aware of procedures for establishing such committees or how to use them effectively. The purpose of this project was to develop an instructional packet that would contain information concerning the establishment, orientation, development, and use of advisory committees for vocational education. Eight persons served as a jury to evaluate the packet and suggest revisions. The packet, contained in this document, is made up of eight basic parts: (1) The Importance of Advisory Committees, (2) Types of Committees and Their Functions, (3) Selection of Committee Members, (4) Operation of Advisory Committee, (5) Activities and Services, (6) A Suggested Audio Visual Presentation, (7) Effective Use of Advisory Committees, and (8) A Suggested Agenda for Newly Formed Committees. (GEB)

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FINAL REPORT

Project No. 603046
Grant No. OEG-4-7-06304601612

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A PROJECT TO DEVELOP AN INSTRUCTIONAL PACKET FOR ADVISORY COMMITTEES IN VOCATIONAL EDUCATION TO BE USED IN THE ORIENTATION OF SCHOOL PERSONNEL AND COMMITTEE MEMBERS

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CHAPTER I

THE PROBLEM AND ITS IMPORTANCE

The Utah State Plan for Vocational-Technical Education, 1970-71, states: "Local education agencies are required to appoint volunteer local advisory committees and/or craft committees to assist in the promotion and direction of vocational-technical education at the local level". Previous research by Dr. Ming Huey Land[1] has shown that although most school districts in the state of Utah have advisory committees on paper, many of them are non-functional and therefore not accomplishing the purpose for which they were intended. Such a committee can serve many functions but would be especially useful in helping school personnel develop curriculum, helping plan facilities, helping to develop cooperative work experience programs, and by providing an important public relations potential.

Statement of the problem. It was assumed that one of the major reasons that advisory committees are not utilized is because school personnel are not aware of procedures for establishing such committees and are not informed on ways in which advisory committees can be effectively used. Although several studies have been made in various parts of the country to analyze methods to achieve effective utilization of advisory committees, apparently no one has developed a packet of information which could be used to orient committees. It still remained a problem of compiling data and collecting usable information for anyone who desired to initiate advisory committee service.

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[1]Ming Huey Land, The Status of Advisory Committees for Vocational and Technical Education in Utah with Comparison of the Structure and Functions to a Theoretical Model, Unpublished Doctoral Dissertation, Utah State University, Logan, Utah, 1970.

The purpose of the study. The purpose of this project was to develop an instructional packet which could be sent to each district in the state. The packet would contain information concerning the establishment, orientation, and development of advisory committees for vocational education. The packet would also include suggestions to school personnel on the use of committees.

The specific objectives of the study were to:

1. Review literature to determine practical methods of establishing vocational education advisory committees.
2. Suggest procedures that school districts can use to establish advisory committees and orient the members in their functions.
3. Propose methods for the orientation of school personnel in the effective use of advisory committees.
4. Establish pilot committees in various school districts to test the information in the instructional packet.

The packet produced includes material for handout and discussion, references, and suggestions on the use of the materials. The specific elements of training are:

I. Instruction of school personnel.
   - A. The need for advisory service.
   - B. How to establish an advisory committee.
   - C. How to make effective use of advisory committees.

II. Instruction of advisory committee members.
   - A. The importance of vocational education.
   - B. The importance of advisory committees in vocational education.
   - C. The functions and duties of advisory committees.
   - D. Suggestions for organizing and perpetuating an advisory committee.

Procedures of the study. In consultation with Dr. Jed Wasden, Coordinator of District Programs, Vocational-Technical Division, State Department of Education, the school districts to be used for the pilot committees were chosen. They were Weber, Ogden, Logan, Morgan, North Summit, South Summit, and Wasatch.

The intent of working with these districts included two purposes:

1. To test the information packet.
2. To actually establish some advisory committees which would be functional.

Although all of the Superintendents and Vocational Directors originally contacted indicated initial interest, for one reason or another committees were not actually established in most of the districts.

The informational packet was entirely used in one district and parts of it used in several others. Persons who participated in the evaluation and revision of the packet said it was a judicious method of helping the districts to establish advisory committees and that the material was useful.

CHAPTER II

REVISION, CONCLUSIONS, RECOMMENDATIONS

REVISION

Near the end of the project time schedule, it became apparent that it would not be possible to further test the packet in the districts involved. The complete packet as it was intended to be sent to districts, was taken to various people for evaluation and to obtain suggested revisions. Those who participated in the evaluation were:

Dr. Neill C. Slack, Department Chairman, Department of Industrial-Technical Education, Utah State University.

Dr. Austin E. Loveless, Professor, Department of Industrial-Technical Education, Utah State University.

Dr. Frank Blair, Vocational Director, Ogden City School District.

Mr. J. Ray Jarrett, Vocational Director, Weber County School District.

Mr. Ray Larsen, Vocational Director, Morgan County School District.

Mr. Douglas Merkley, Vocational Director, Wasatch County School District.

Mr. Jay Nelson, President, Utah Technical College, Salt Lake City.

Mr. Claire Thompson, Utah Technical College, Salt Lake City,

Their suggestions for revision were very appropriate and were included wherever possible. They were each given a copy of the revised material in appreciation for their cooperation and help.

CONCLUSIONS

As a result of the project the following conclusions are drawn:

1. School personnel are desirous of having advisory committees but are not familiar with recommended procedures for establishing such committees.
2. The fact that there is no particular pressure from the state department toward the organization of advisory committees increases the apathy of school personnel toward such committees.
3. Local directors are interested in having slides, films, cassette tapes, and other instructional media to help explain the story of vocational education.

RECOMMENDATIONS

To help overcome some of the problems which exist with reference to advisory committees, the following recommendations are given:

1. If the State Plan is to continue to "require" that advisory committees be appointed at the local level, the requirement should be enforced and there should be some method of determining if local districts are adhering to the requirement.
2. Another study should be conducted to develop attractive audio and visual aids of various types to illustrate the importance of vocational education and the need for advisory committees.
3. Another study should be conducted to catalog pertinent instructional media which are available concerning items related to this study. This list should be made available to local districts and various types of media of outstanding interest and relevance should be purchased by the state for distribution among the districts.
4. Some agency, institution, or individual should be designated to distribute updated materials to school districts throughout Utah on the need for vocational education and related items.

CHAPTER III

THE INFORMATION PACKET

I. The Importance of Advisory Committees

Programs of vocational education must be an integral part of the community in which they exist and must reflect the day-to-day occupational life of that community. Close cooperation between the school and the work force of the area is essential. One of the most effective means to engender such cooperation is through the use of vocational education advisory committees.

A look toward the future underscores the fact that change will be a keyword in determining our educational and manpower needs for tomorrow. As modern civilization becomes more complex, leaders in politics, business, industry, and education need advice in determining courses of action. To provide this assistance, executives have staffs of specialists; the President of the United States has a cabinet and various other special advisors to assist him in his job as Chief Executive; business leaders have assistants to give advice in formulating policies and procedures; and school administrators have staffs of specialists to assist them in the administration of complex programs. It is impossible for a single individual to keep abreast of all the changes that bear upon the problems which face him. It is for this reason that advisory committees are established to serve the various facets of the educational system. They are destined to serve an increasingly important role in the future.

Vocational advisory committees are especially useful for the following reasons:

1. They provide advice not easily obtainable elsewhere.
2. They offer important public relations potential.
3. They offer opportunity for labor and management to present their views.
4. They give added assurance to the public that their interests are protected.

Since vocational education is so closely associated with preparing people for work, it needs the close cooperation of the labor market which hires the workers. Educators need the advice and criticism of the work-a-day world to insure that their programs are up to date and that the occupational preparation is useful.

Educational programs designed to meet the manpower needs of society need to be planned in accordance with current employment trends. Many benefits accure to both the school and the community when interested, qualified laymen participate in the planning.

To be most effective, vocational education needs the support of community industries and the good public relations that strong advisory committees can create. Some important considerations in developing enthusiastic committees are to consult them regularly and give them assurance that their recommendations are seriously considered and followed whenever possible.

II. Types of Committees and Their Functions

The main functions of the committee are to provide closer cooperation and a better understanding of the school program in industry, in the home, and in other school programs. They provide a two-way system of communication between the school and the community. An advisory committee has no legislative or administrative authority; their duty is to give advice.

A. General Advisory Committee for the District

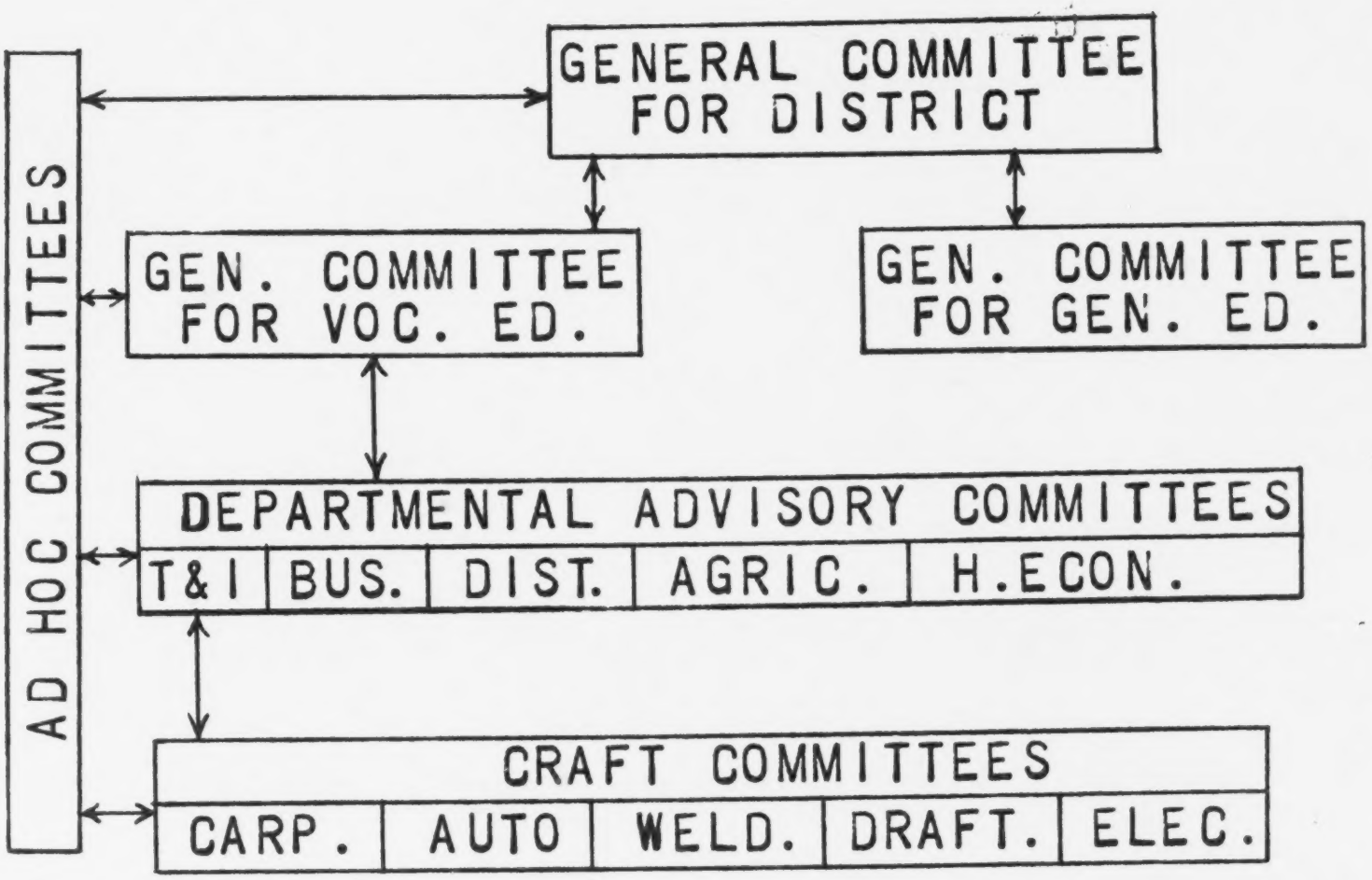
This committee is to advise the superintendent and Board of Education on the overall educational program of the district. They may assist in developing long-range educational goals and plans.

B. General Advisory Committee for Vocational Education

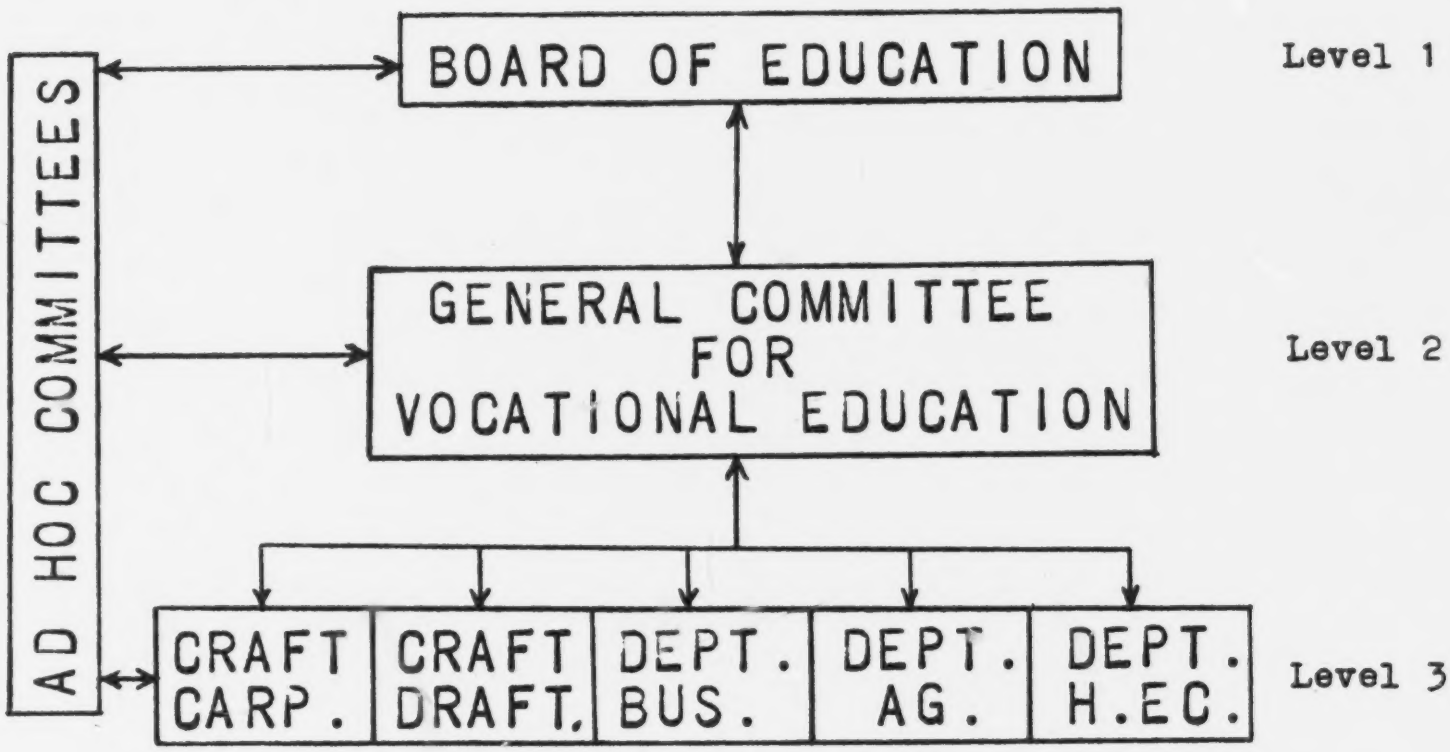
They are to advise school officials (particularly the vocational director) concerning the relative emphasis that should be given to the various types of vocational programs. During the early stages in program development, the committee may provide valuable service in helping to gain public support, to determine the need for training, and to plan the vocational curriculum. Their activities may be largely promotional in striving to create a desirable relationship with the public.

Such an advisory committee may serve all the schools in the district or a specific school within the district. The committee usually advises school officials on the relative emphasis needed in various occupations and often assists in establishing general policies for the school or system.

POSSIBLE SYSTEM OF COMMITTEE ORGANIZATION IN A LARGE SCHOOL DISTRICT



POSSIBLE SYSTEM OF ORGANIZATION IN A SMALL SCHOOL DISTRICT



Some specific areas of advice could be:

1. Identify the needs of the community and individuals by conducting a community survey.
2. Help assess labor market requirements.
3. Participate in developing community understanding and support.
4. Aid in building the prestige and respect of the entire program of occupational education.
5. Long-range planning for vocational education.
6. Support of proposed legislation.

C. Departmental Committees (T&I, Ag, Home Ec., Business)

In some instances these committees may be arranged for job clusters rather than crafts; for example, food services, farming and related trades, metalworking, apparel and textile, health occupations, clerical occupations, etc.

These committees are to advise school officials of the relative emphasis that should be given to the various departmental programs. They may serve all schools in the district or a single school within the district. They often coordinate all of the programs in a department. Some specific areas of advisement might be:

1. Qualifications of teachers.
2. Types of jobs to be used in the instructional program and procedures for handling jobs for outside customers.
3. Standards for completion certificates.
4. Counseling and guidance procedures to be used in the selection of students.
5. Placement of qualified graduates.
6. Assist in conducting a community survey.

D. Craft or Occupational Committees

Their function is to advise mainly at the classroom level on instructional programs for a specific craft or occupation. Their concerns could entail:

1. Helping to conduct a community survey.
2. Curriculum planning.
   a. Skills and related information needed.
   b. Time allotment, length of course, priorities.
   c. Instructional materials to be used.
   d. Standards of workmanship to be attained.

e. Production work or "live jobs" to be performed.

3. Helping to plan shop layout and the type of equipment used in instruction.
4. Assisting in the selection of students.
5. Assisting with teacher recruitment.
6. Helping to place students--cooperative and after graduation.
7. Evaluating the program.
8. Providing financial support.
9. Providing continuing education programs.
10. Assisting with the public relations aspect of vocational education.

E. Ad Hoc Committees

These committees are usually temporary, called to serve a specific short-term function. Such a committee may be at the district, school, department, or classroom level.

III. The Selection of Committee Members

The actual choice of committee members is a difficult task but may determine whether or not the committee will function effectively. In choosing the members it is important to keep two factors in mind: (1) The committee provides advisory service for the school personnel. (2) They are in a position to do a selling job to the public concerning school programs.

Some important personal qualifications of committee members are:

1. Intelligence, social vision, and leadership experience.
2. Interest and willingness to work in promoting the program.
3. Good character and integrity.
4. Civic mindedness and unselfish spirit.
5. Courage to express their ideas and defend their convictions.
6. Disinterested in own prestige or pet political ideas.
7. Experience in craft or occupation represented.
8. Adequate time to attend to duties.

CAUTION: When starting new committees, it may be best to begin on the conservative side with a small number of committees and relatively few people on each committee. For example, one system that works well is to have 5-7 members on each craft or departmental committee and to have the general committee composed of one member from each of the lower level committees. As experience in committee operation grows, and as their activity increases, the number and size of committees can be expanded.

IV. The Operation of Advisory Committees

A. Number of members on the various committees.

1. General committee for district: 12-15
2. General committee for vocational education: 9-11
3. Departmental committee: 7-9
4. Craft or Occupational committee: 5-7
5. Ad hoc committee as needed

Note: Special consideration should be given to having students or recent graduates serve on some of the committees.

B. Some suggested methods of rotation of members

1. Indefinite term
2. Everyone on specific one-year term
3. Replace one-third of members every year. To start with lots drawn to determine term of office. (This method is preferred in most instances.)

C. Schedule of meetings

1. General--twice a year minimum--quarterly may be better
2. Departmental--Quarterly
3. Craft or occupational--monthly or bi-monthly
4. Two important things to remember are:
   a. Set up a specific time for the meeting; e.g., the first Thursday of every month.
   b. Have a definite agenda prepared in advance so the meeting will be worthwhile. The agenda should be sent to members ahead of time so they will be prepared to participate.

D. Officers of the Committee

1. Chairman--conducts the meetings. He is usually elected from among the committee members. The success of the committee largely depends upon the leadership that he provides. He should exercise good judgment, reasonableness, and fairness.
2. Vice Chairman--conducts meetings in absence of chairman. He is also elected by the group.
3. Secretary--elected or appointed. It is sometimes recommended that a school representative serve as the secretary because of the office equipment which is available at the school. The secretary should be able to organize detailed material into a meaningful whole and have a facility for writing.

4. School Representative--His main purpose is to provide information for the committee from the school. He is usually not an official committee member and has no vote but should attend all meetings possible in order to keep abreast of committee activities.
   a. Vocational teacher at craft committee activities.
   b. Department chairman at department committee level.
   c. Vocational director at vocational education committee level.
   d. The principal may participate as conditions permit or require.

E. Constitution and bylaws

The committee may work most effectively if a formal constitution is established which designates specific duties. This may also create an atmosphere of permanence and will help orient new members as they are chosen. Care must be taken to not make the rules so rigid that they destroy initiative and impede the fulfillment of objectives.

Depending on circumstances, the constitution may serve the district or an individual school within the district.

V. Activities and Services of Vocational Education Advisory Committees

A. Student Services:
   1. Encourage young people and their parents to consider vocational and technical education through speeches at school assemblies, youth club meetings, career day meetings, civic clubs, etc.
   2. Provide information concerning desirable aptitudes, educational and experience background which applicants for entry level jobs should possess.
   3. Help to arrange plant tours and field trips for students, teachers, and counselors to assist in the orientation to the work-a-day world.
   4. Assist in surveying local manpower needs.
   5. Place students in part-time work during the school year or summer vacations.
   6. Place school graduates in jobs.
   7. Help to arrange for cooperative education work stations.

B. Teacher Assistance:
   1. Conduct clinics and in-service training programs to help teachers keep up to date with new materials and procedures.
   2. Recommend substitute or resource instructors from industry to assist regular teachers.
   3. Provide awards and prizes to outstanding teachers.

C. Instructional Program:

1. Assist in preparation and review of budget requests for laboratory equipment and supplies.
2. Evaluate physical conditions, adequacy of equipment, and laboratory layout.
3. Assist in development and review of course content to assure its currency in meeting the changing skill and knowledge needs of industry.
4. Assist in establishment of standards of proficiency to be met by students.
5. Assist in developing school policy toward and helping to find, "live jobs" to be produced by students so that they may have true-to-life experiences in a good education program.
6. Provide sample kits of raw materials, finished products, charts, posters, etc., for exhibit and instructional purposes in classrooms and laboratories.

D. Public Relations:

1. Provide speakers to address trade and civic groups concerning the value and functions of vocational education.
2. Provide stories to local news media concerning school programs and the importance of vocational education.
3. Advise employees and their families of school programs in vocational education through bulletin boards, company publications, enclosures in pay envelopes, etc.
4. "Sell" vocational education through contacts with friends, business acquaintances, and clubs.
5. Become thoroughly acquainted with the vocational program: its objectives, its problems, its successes. Know the story and tell it wherever you get the chance.

VI. Suggested Audio Visual Presentation for Advisory Committees

The Importance of Vocational Education

This presentation could be used as a part of the first advisory committee meeting, or in preliminary meetings designed to motivate committee service.

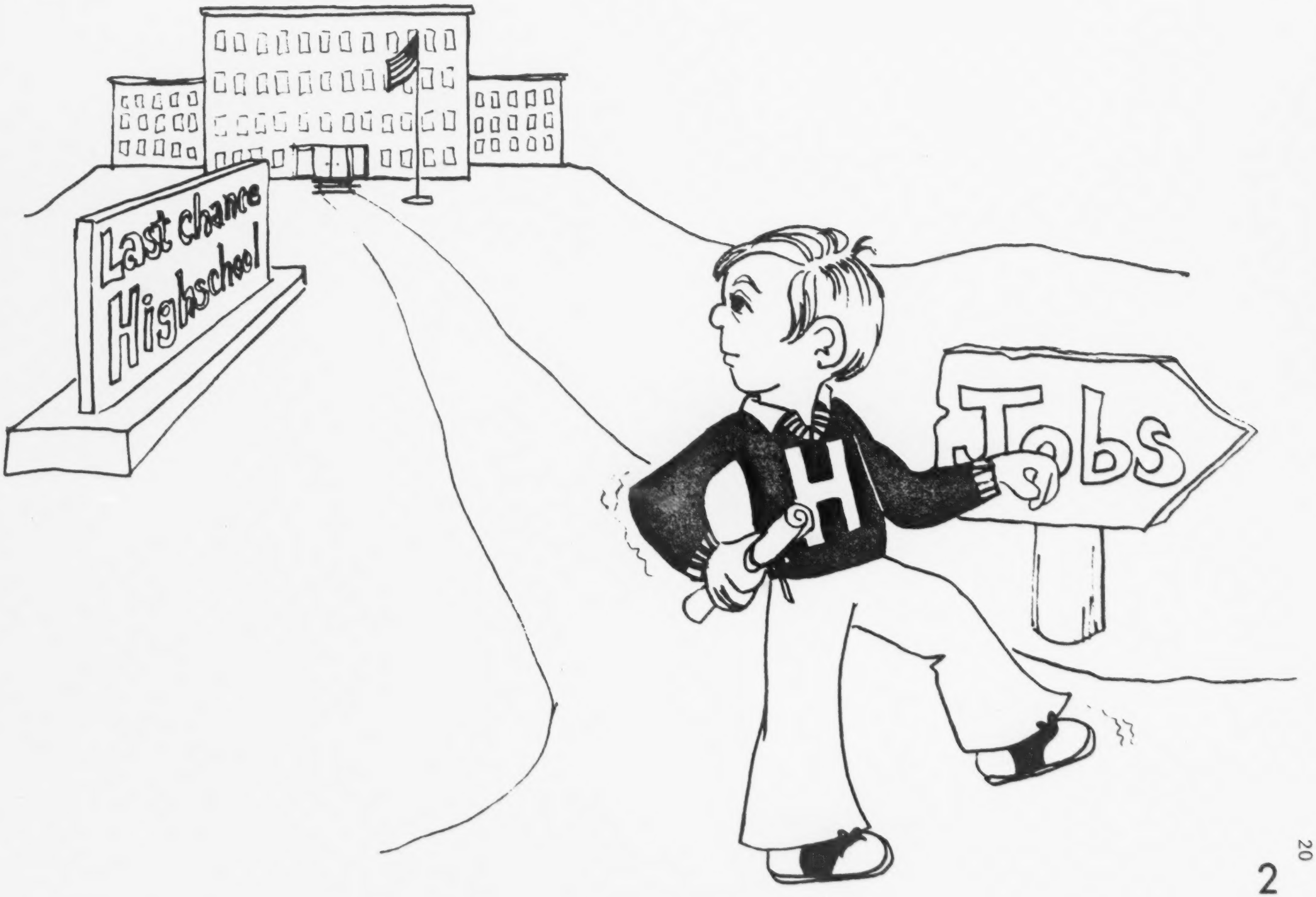
Transparencies of the cartoon plates to be used in conjunction with the script are recommended.

1. The educational system of our nation is in trouble. Annually it turns out millions of unskilled and untrained graduates and dropouts into a work force that has no place for them.
2. For most of our youth, the secondary school is their last chance for full-time education--consequently, their preparation for a job must come during high school.
3. As has been amply shown in many instances, we either provide him with a socially acceptable outlet for his energies or accept the consequences. In short--we provide him with a job or fight him in the streets.
4. The technological age has made mandatory a new area of education: Technical Preparation. Our prosperity in the future depends on our ability to develop the technical people to support and advance our technology.
5. Of course education is expensive-but it is not as expensive as non-education. No nation ever went bankrupt educating its people. The social dynamite of closely packed unemployed youth has exploded throughout the nation. The general rebellion should tell us that something is wrong.
6. The dangers of our ailing society are unemployment, welfare, and the lack of skills. The unemployment rate among young people is staggering. The reason is because they cannot sell anything that the labor market wants to buy.
7. Some studies indicate that 70% of today's youth desire vocational and technical education programs. What do the schools provide? The general college preparatory program which prepares many for nothing except unemployment.
8. For every 100 youth who enter the ninth grade, about 20 will graduate from college. Yet we treat all students to the same bill-of-fare--the college preparatory curriculum.
9. One solution to the nation's problems rests in jobs, employment, and the security which these provide.

10. It is intolerable that there is high unemployment at a time when the nation faces the greatest critical shortage of technical manpower in its history. Many of the problems of the poor, the disadvantaged, and the youth unrest can be solved by providing education which will help youth to gain meaningful employment.
11. Congress has invested heavily in vocational and technical education because it is in the national interest to do so. The investments in vocational education are among the best the Federal Government has ever made.
12. Although significant strides have been made, the goals cannot be attained until equally significant changes are made in the public education system--the great challenge is to balance the curriculum--to make it relevant to all youth and adults--not just the chosen 20%.
13. The population at large must make a commitment to the further development of vocational and technical education. There must be a job in every person's future! A young person should be able to graduate from high school with a diploma in one hand and a job in the other.
14. The problem is that every student has been expected to cross the traditional college education bridge to find self-fulfillment and security. Vocational training has not been a socially accepted method of acquiring an education. Those who do not have training are the targets of dead-end jobs and unemployment.
15. Too much of our educational program is in the hands of people who turn up their noses at things that are practical. The word "vocational" or "technical" causes some academic purists to react violently. Do they realize that they have a vocation and that their preparation for it was vocational education?
16. The person who earns his living as a doctor is practicing a vocation in the same sense that the craftsman earns his living as a carpenter or mechanic. Their occupations are different, that is all. Neither is better than the other and both have their place. Whatever endeavor is socially useful and gives self satisfaction to the worker is important. Whatever gives meaning and purpose to an individual's life by sharpening his powers of reasoning, strengthening his values, refining his sensitivities, and cultivating his talents also invests in the preservation of a genuinely free society.

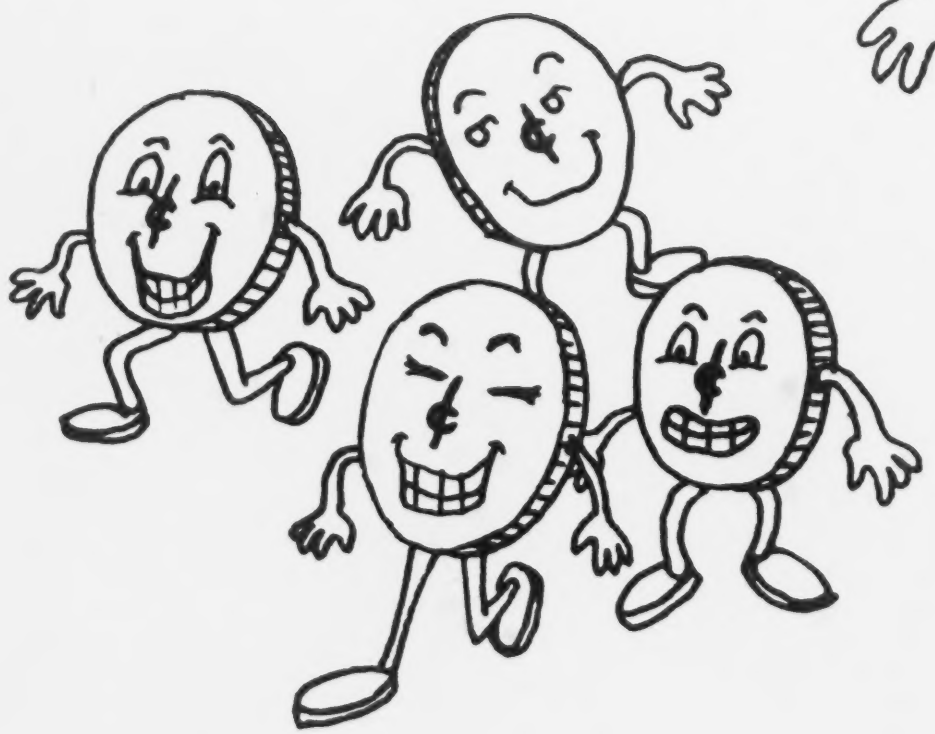
17. The question now before us is not, "Who shall we educate?" but rather, "How can we educate every individual to develop his potential?" Our decision is critical. The previous choice of academic education has not served the purpose of a large percentage of young people. Now is the time to consider other avenues. Let's give vocational education or career preparation a try!

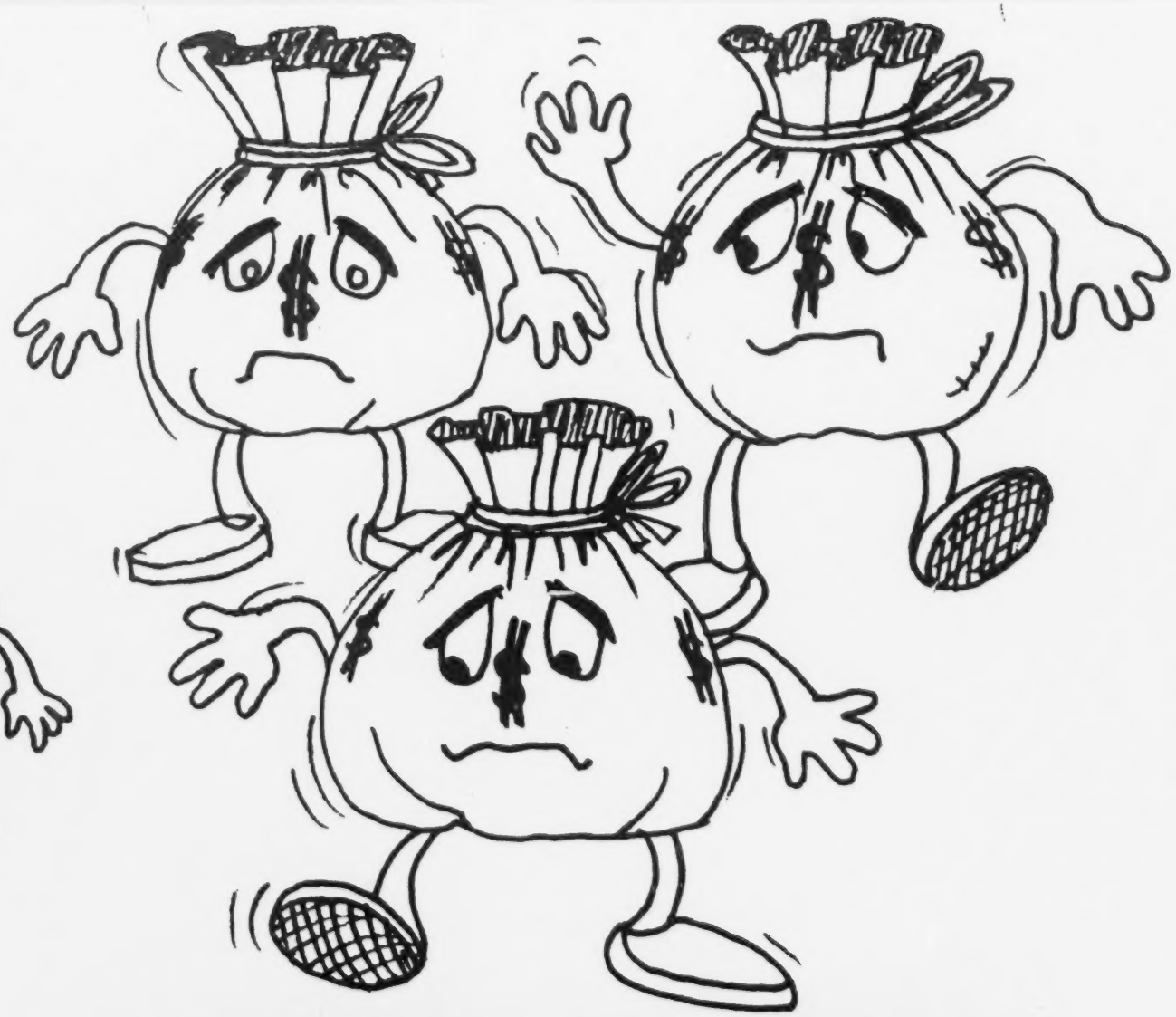
POSITIONS
OPEN
SKILLS !!
NEEDED


Last chance
Highschool
Jobs

TECHNICAL PREPARATION

- ☆ **Manipulative Skills**
- ☆ **Technical Knowledge**
- ☆ **Competency in Interpersonal Relations**





EDUCATION

UNEMPLOYMENT
WELFARE
RIOTS
STUDENT UNREST

6

70%

OF TODAY'S YOUTH DESIRE TRAINING FOR A VOCATION

pre-college math
pre-college science
pre-college english
College Chemistry

Jobs
Security
Work
Training
Employment

10

FABRICATION MECHANICS

experienced Fabrication Mechanics on ea
shifts.
assemble structural steel and tubing items f
to work from blueprints, sketches or
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on interview or apply in p

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repair of refrige
equipment, pneumatic
and instrumentation.

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TECHNICIANS

(Electronic)

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and check of electro
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Will work with specialized
electronic test equipment
3 to 5 years' experience
desired.

TECHNICIANS

(Mechanical)

Will perform mechanica
assembly and Pyrotechni
checkout of solid propel-
lent missiles. Will work
with close tolerance pre-
cision tooling and optical
measuring instruments.
Will prepare service and
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5 years' experience de-
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Sr. Planner

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Will prepare operational
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Eimco's rapidly expanding Processing Machinery Division (Water Pollution Control Equipment) has immediate openings for experienced draftsmen and detailers. Will work in modern engineering facilities on projects aimed at solving our current environmental problems. Excellent starting salary with periodic merit increases based on performance and a good solid benefit program.

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EXPERIENCED
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OPERATORS
for night shift, 5 p.m. to 10 p.m.
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CARPENTERS
UP TO $5 PER HR.
WAGE TO START
P.C. Construction Co. offers labor for
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round employment. Call
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FINISH CARPENTERS
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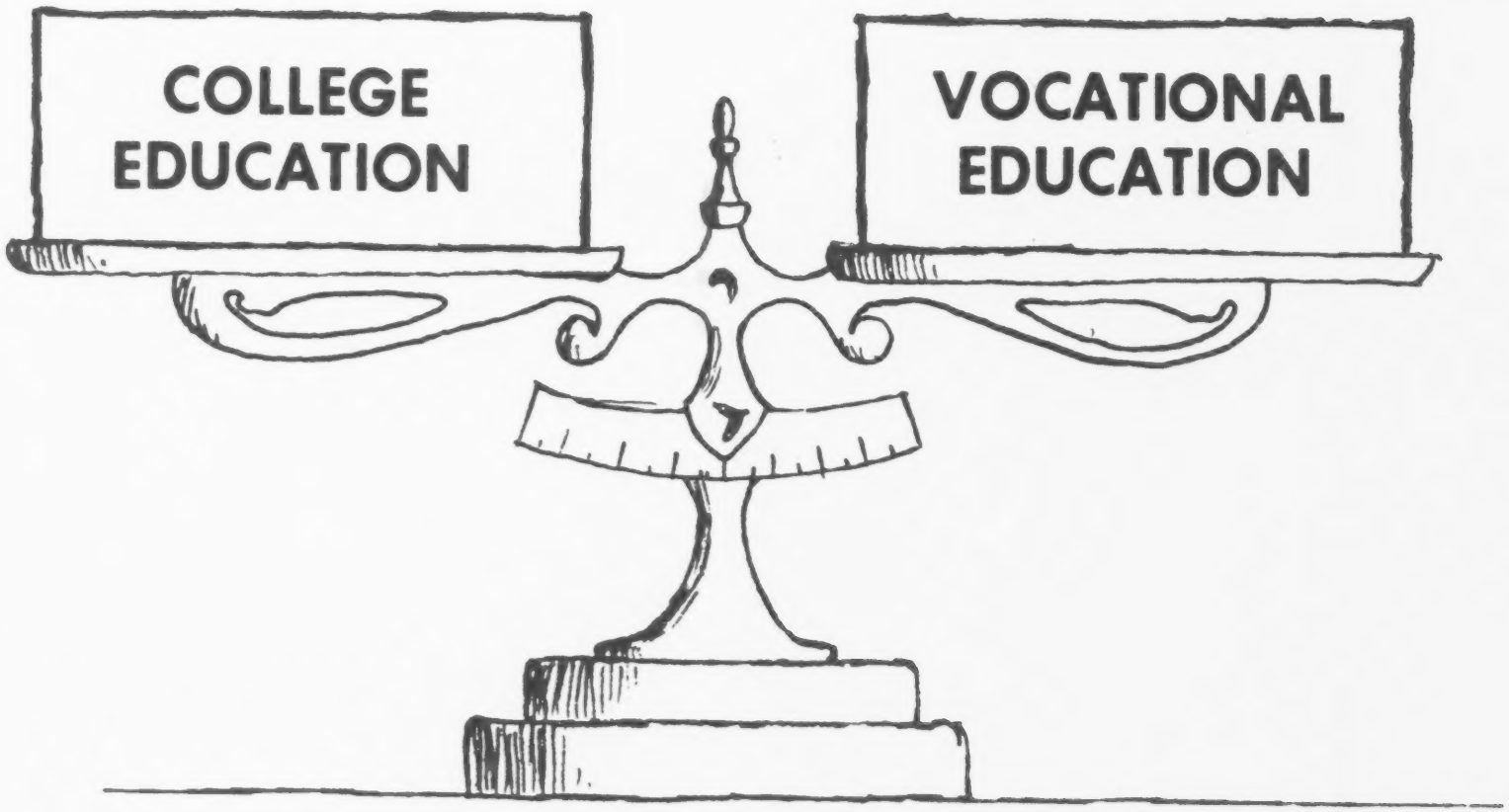
10

FEDERAL FUNDS FOR VOCATIONAL EDUCATION

1917 Smith-Hughes Act	$7 Million
1946 George-Barden Act	$28.5 Million
1963 Vocational Education Act	$225 Million
1968 Amendments	$355 Million to $565 Million (1973)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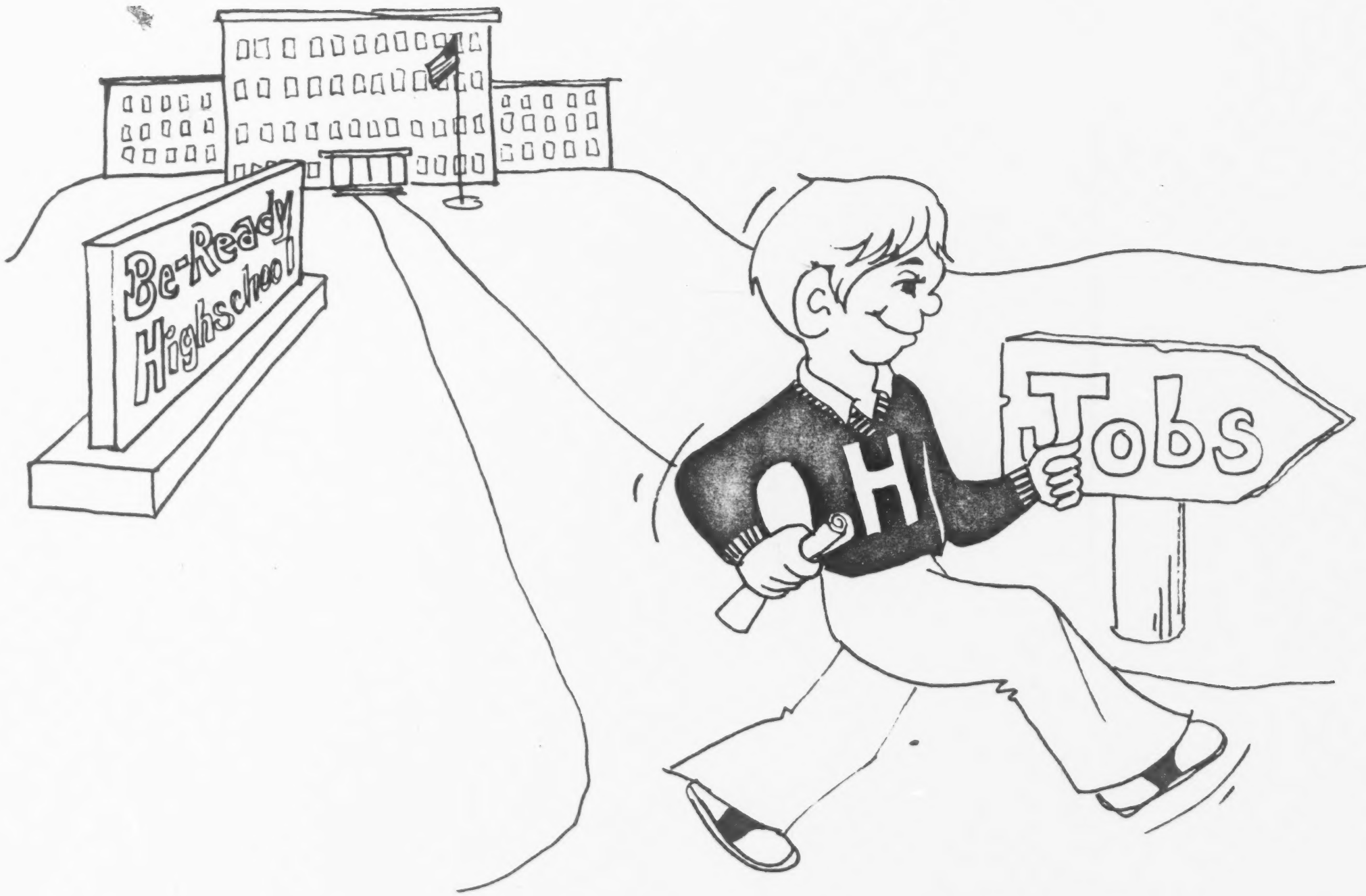
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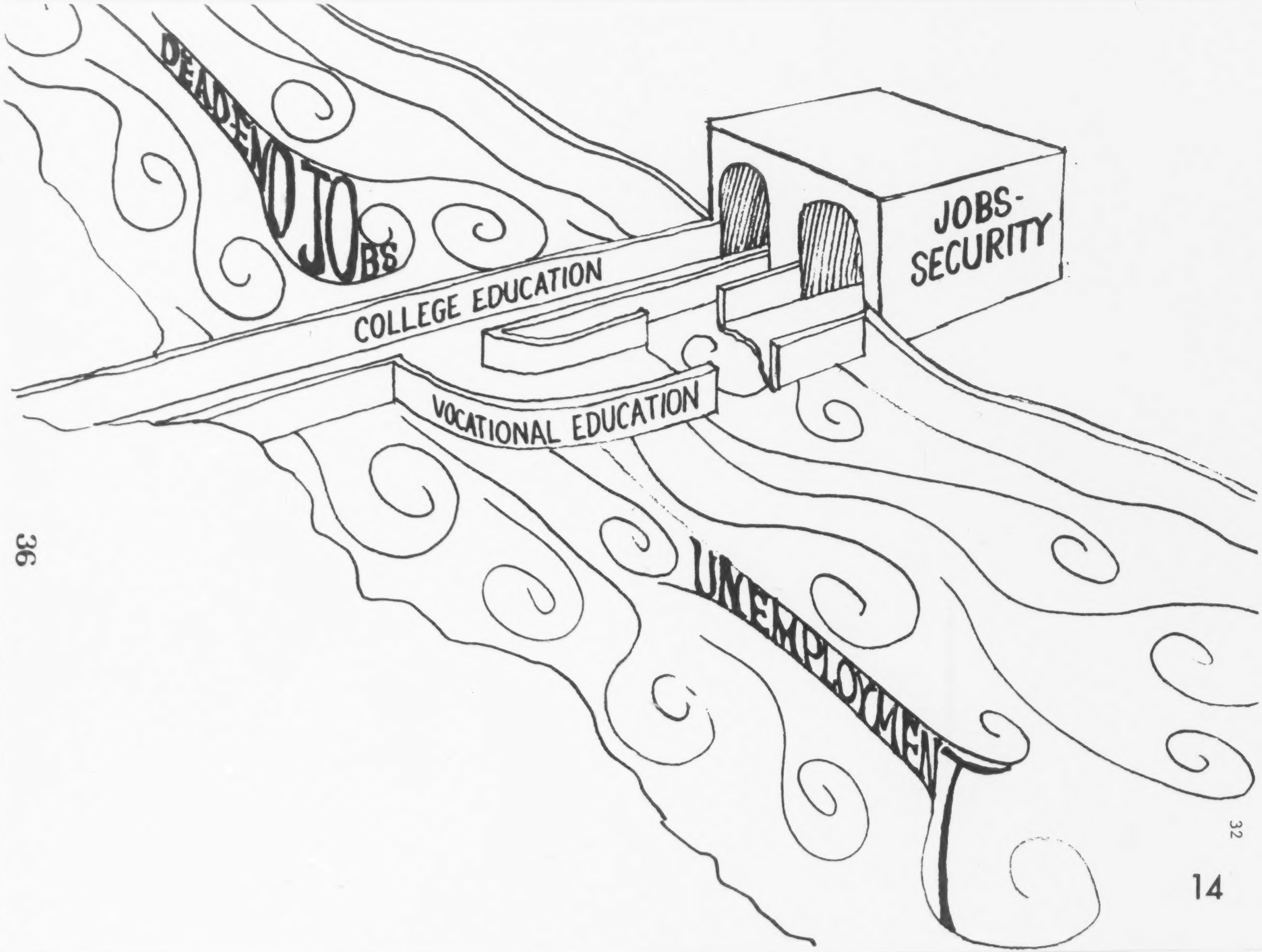
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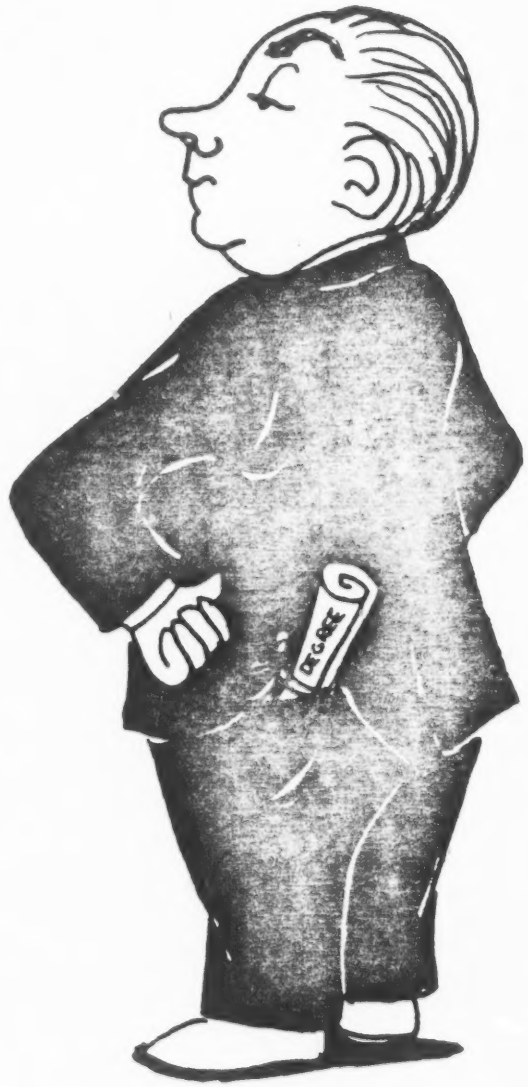

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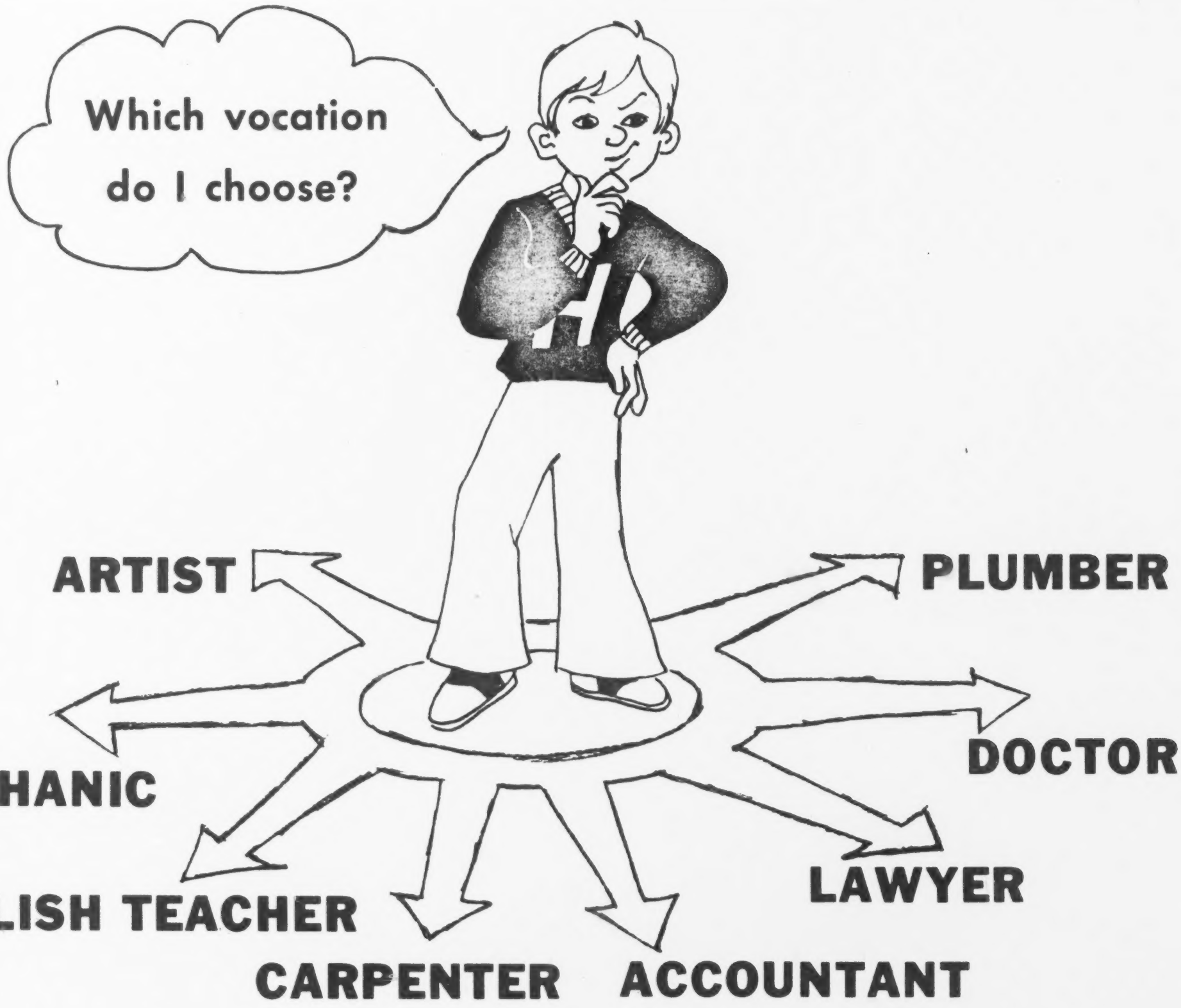
Which vocation do I choose?
ARTIST
PLUMBER
MECHANIC
DOCTOR
ENGLISH TEACHER
LAWYER
CARPENTER
ACCOUNTANT

COLLEGE PREP. CURRICULUM? (Hasn't Done the Job)

UNEMPLOYMENT? (Socially Unacceptable)

VOCATIONAL EDUCATION? (Let's Give it a Try!)

COLLEGE OF HARD KNOCKS? (Technology too Advanced)

TRAIN ONLY THE INTELLECTUALS? (Waste of Potential)

VII. Effective Use of Advisory Committees by School Personnel

For an advisory committee to be most effective, members need to feel that they are an asset to your program and that their suggestions are carried out whenever possible. They need to be kept informed of problems that need their attention--they cannot be expected to "dream up" their own problems to solve. The teacher must provide the major part of the committee's program of work. Suggestions for effective use of committees include:

1. Make the position receive the dignity it deserves by having the letter of invitation come from the superintendent's office.
2. Let the committee members know exactly what is expected of them. Don't burden them with multitudinous, insignificant tasks. Let them really get to work on one or two of your most pressing problems.
3. Be aware of state and national activities and issues in vocational education and feed this information to the committee. This will encourage their activity by helping them to feel that they are a part of a vital and vigorous program.
4. Invite committee members to attend local and state conventions of vocational educators.
5. Find out what other schools are doing in your area and have the committee help you implement progressive ideas.
6. Invite committee members to talk to your classes when you feel that their expertise is particularly appropriate.
7. Express appreciation for their services. Award a certificate or plaque for outstanding service.
8. Issue special invitations to school functions such as ball games, dances, concerts, plays, etc.
9. Make sure their names are in school bulletins, newspapers, handbooks, etc.
10. Give public recognition of their service with presentations by the superintendent at school assemblies.

11. Have the superintendent attend a committee meeting at least once a year.
12. Let them know beforehand what will be discussed at the meetings. Although this is the direct responsibility of the executive committee, do your best to see that it is done. It is your duty to supply worthwhile problems to be put on the agenda.
13. Do what you can to see that meetings are started and ended promptly on time. In most cases, the meetings will be held in the school buildings. Make sure the room is comfortable and pleasant and that there is sufficient equipment and seating.
14. Respect the suggestions of the committee and implement them where possible.
15. Invite the committee members to school to see the results of their recommendations.
16. Go observe effective committees in action and see what ideas you can implement. (Utah Technical College at Salt Lake City has issued an invitation to observe their committees in action. Contact Jay Nelson, President.)
17. Bring someone who has been successful with committees to one of your meetings to discuss what they are doing.
18. The committee is not a Gestapo or "Big Brother." They are taxpaying citizens who are interested in the instructional program of the school and the education of their children.
19. One of the most critical elements in the selection of a committee is the selection of members. Get people who are willing to serve and have the time to do a good job.

GENERAL PRECAUTIONS AND "DO NOTS"

1. Attempts to manage or manipulate the committee are usually detected and resented.
2. It is inadvisable to implement a program without consulting the advisory committee.
3. The committee should not be allowed to become administrative in their function.

4. Don't "load" the committee with known supporters of your program.
5. Don't permit the committee to advise on matters in which an individual member may profit.
6. Don't ignore the committee's recommendations.
7. Don't take action within the realm of the designated functions of the committee without consulting them first.

CAUTION: When starting new committees it may be advisable to begin on the conservative side with a small number of committees and relatively few people on each committee. As experience in committee operation grows, and as their activity increases, the number and size of committees can be expanded.

VIII. Suggested Agenda for Newly Formed Advisory Committee

First Meeting:

The first meeting is quite different than any other that the committee will have. Like other meetings, it will require careful planning to assure success, but in this the committee will have no voice in the preparation of the agenda. A suggested agenda follows:

1. The vocational director or other appropriate school person chairs the meeting. He introduces himself as the temporary chariman, distributes copies of the agenda for the evening, and appoints a temporary secretary.
2. Introduction of other persons present--may include a brief biographical sketch.
3. Appropriate school person charges the advisory committee. This could include the importance of vocational education, the importance of the committee, and an overall view of their functions.
4. Appropriate school person describes the steps that will be taken to establish the operating structure of the committee and indicates that this will be the first order of business at the next meeting.
5. Appropriate school person outlines some specific activities in which advisory services are desired. He further delineates their service by suggesting one or two areas in most urgent need of study. To the extent that time permits, the members can begin discussion on the problems outlined.

6. Set date, time, and place for the next meeting.
   Note: It is suggested that in initial stages the committee should meet approximately once a month. After the committee is well established, less frequent meetings can be held, but they should meet at least four times a year.
7. Temporary chairman adjourns the meeting. If it is thought appropriate, refreshments could be served to allow the people to become better acquainted in an informal atmosphere.

Second Meeting:

The temporary chairman will conduct the meeting. It is unwise to ask the newly elected chairman to assume his duty immediately and conduct the remainder of the meeting with no advance preparation.

Agenda:

1. Call to order. (Start promptly!)
2. Roll call by temporary secretary.
3. Reading of minutes of previous meeting.
4. Election of permanent officers. This should be conducted formally and impressively. Refer to information on committee chairman and secretary. The newly elected secretary can assume duties immediately.
5. Decide on rules of operation, including dates, times, places, etc., of regular meetings.
6. Make plans for establishing a Constitution or other formal statement of procedures. It might be well to appoint a sub-committee to study this and make recommendations.
7. Make plans for development of a long-term program of work.
8. Continue consideration of the problem initiated in the previous meeting.
9. Make plans for the next meeting, including arrangements for a meeting of the executive committee.
10. Adjournment.

Note: It would be well to send a copy of the proposed agenda of this meeting to the members ahead of time so they will be ready with suggestions and comments.

Regular Meetings:

School personnel should keep in mind that it is <u>they</u> who should want an advisory committee and who must, therefore, provide the major part of the

program of work. The committee cannot be expected to "dream up" problems to solve.

Agenda:

1. Call to order by chairman. (Start promptly!)
2. Roll call. (May be done silently as meeting progresses.)
3. Read minutes of last meeting.
4. Review agenda for additions or deletions.
5. Consideration of routine business.
6. Consideration of minor or easily solved problems.
7. Reopening of the major areas of study of the committee. This may include reports of various subcommittees. Questions that could be asked:
   a. Where are we now? What is our present situation?
   b. What further information do we need?
   c. How and where can we get the information?
   d. Where should we be? What should we be planning for the future?
   e. What can be done within the limits of resources, school policy, and facilities?
   f. What recommendations need to be made?
8. Plans for next meeting.
9. Adjournment.

Some other items that should be considered during early meetings are:

1. The nature and objectives of the school.
2. The nature and objectives of the vocational program in school.
3. Future plans for expansion of the school or of a program.
4. Standards specified in Federal acts for vocational education and the state plan for vocational education.
5. School policies. (These may already be in handbook form.)

SELECTED BIBLIOGRAPHY

1. American Vocational Association, The Advisory Committee and Vocational Education. Price, $1.25 (#241069) from Publication Sales, American Vocational Association, 1510 H Street, N. W., Washington, D. C. 20005, August, 1969, 52 pages.
2. Burt, Samuel M., The Volunteer in Vocational Education, The W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan 49007. (one copy free, additional copies 25¢ in units of 10 copies.)
3. Burt, Samuel M., Industry and Community Leaders in Education: The State Advisory Councils on Vocational Education, The W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan 49007, October, 1969, 54 pages. (One copy free, additional copies 50¢ each.)
4. Krebs, Alfred H., Organizing and Working With Departmental Advisory Committees in the Public Schools, The Interstate Printers and Publishers, Inc., Danville, Illinois 61832. (67¢ each for more than 10 copies) This company also publishes a series of Certificates for various aspects of vocational education.
5. Robertson, Von H., Editor, Guidelines for the Seventies, American Technical Society, Chicago Illinois, 1967. (This is a good reference book. Articles by several authors on history, trends, evaluation, supervision, etc., of vocational education programs.)
6. Utah State Advisory Council for Vocational Education, But What About Utah's Vital 80%, (This is a current and very well done booklet containing statistics which point out the need for vocational education. It is suggested that this booklet be obtained for each member of the committee and all school personnel involved. Direct inquiries to: Jack Higbee, Executive Director, Utah State Advisory Council for Vocational and Technical Education, 771 East 8th South, Salt Lake City, Utah 84102)

A P P E N D I X

Sample Letter to Potential Committee Member

Dear Mr. Jones:

You have been highly recommended to serve as a member of the Vocational Education Advisory Committee for _____School District. Your contribution to the educational life of the community through this avenue can be most significant and rewarding.

Advisory committees are called to serve the school system for a variety of reasons. Although our staff is expected to take an active part in community life and in their fields of special interest, they cannot, in their limited numbers, maintain the specialized knowledge of our dynamic society. Therefore, people who are engaged in business and industry are called upon to serve in an advisory capacity to promote currency of instruction. One more reason is to provide another communication link between the school and the community.

We realize that your time is limited, and we will make every effort to have meetings and other business prompt, precise, and purposeful. Initially, meetings will be held once a month, and after the committee is functioning, they may be held less frequently (minimum of four times a year).

The period of service may be from one to three years, dependent on some aspects which will be determined at one of the early meetings.

Our first meeting will be held on (date, time, place). In this one hour meeting we will discuss:

1. The importance of vocational education.
2. The importance of advisory committees.
3. The organization and functions of advisory committees.
4. Some problems which we desire your help in solving.

We hope that you will be able to attend. Please inform us as quickly as possible whether or not you will be willing to serve on the advisory committee and if you will be able to attend our first meeting.

Most respectfully yours,

_____Superintendent
(Phone number if not listed on letterhead)

(An attachment which further describes the importance and functions of advisory committees may be included with this letter. Specific areas of desired assistance could also be described.)

Advisory Committee

This is to Certify That

has served faithfully, unselfishly and creditably as a member of the Advisory Committee of the _____ Department of _____ for the year 19___ to 19___.

(Institution)

As evidence this certificate is granted this _____ day of _____ 19___.

Official *Title* *Official* *Title*

THE INTERSTATE, DANVILLE, ILLINOIS

Vocational Education

This is to Certify That

_____

has been designated as a vocational education

TRAINING STATION

for students enrolled in the Cooperative Education Program

at _____ High School in the year 19___ to 19___

_____
Superintendent

_____
Principal

_____
Teacher-Coordinator

50

46

THE INTERSTATE, DANVILLE, ILLINOIS

REORDER NO. 1100